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2016 □ 6 □

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the question by marking the corresponding letter on Answer Sheet 2.

□ □ □ **Finding the Right Home - and**

Contentment, Too

Finding the Right Home - and Contentment, Too

A) When your elderly relative needs to enter some sort of long-term care facility - a moment few parents or children approach without fear - what you would like is to have everything made clear.

B) Does assisted living really mark a great improvement over a nursing home, or has the industry simply hired better interior designers? Are nursing homes as bad as people fear, or is that an out-moded stereotype(□□□□)? Can doing one's homework really steer families to the best places? It is genuinely hard to know.

C) I am about to make things more complicated by suggesting that what kind of facility an older person lives in may matter less than we have assumed. And that the characteristics adult children look for when they begin the search are not necessarily the things that make a difference to the people who are going to move in. I am not talking about the quality of care, let me hastily add. Nobody flourishes in a gloomy environment with irresponsible staff and a poor safety record. But an accumulating body of research indicates that some distinctions between one type of elder care and another have little real bearing on how well residents do.

D) The most recent of these studies, published in The Journal of Applied Gerontology, surveyed 150 Connecticut residents of assisted living, nursing homes and smaller residential care homes (known in some states as board and care homes or adult care homes). Researchers from the University of Connecticut Health Center asked the residents a large number of questions

about their quality of life, emotional well-being and social interaction, as well as about the quality of the facilities.

E) "We thought we would see differences based on the housing types," said the lead author of the study, Julie Robison, an associate professor of medicine at the university. A reasonable assumption - don't families struggle to avoid nursing homes and suffer real guilt if they can't?

F) In the initial results, assisted living residents did paint the most positive picture. They were less likely to report symptoms of depression than those in the other facilities, for instance, and less likely to be bored or lonely. They scored higher on social interaction.

G) But when the researchers plugged in a number of other variables, such differences disappeared. It is not the housing type, they found, that creates differences in residents' responses. "It is the characteristics of the specific environment they are in, combined with their own personal characteristics - how healthy they feel they are, their age and marital status," Dr. Robison explained. Whether residents felt involved in the decision to move and how long they had lived there also proved significant.

H) An elderly person who describes herself as in poor health, therefore, might be no less depressed in assisted living (even if her children preferred it) than in a nursing home. A person who had input into where he would move and has had time to adapt to it might do as well in a nursing home as in a small residential care home, other factors being equal. It is an interaction between the person and the place, not the sort of place in itself, that leads to better or worse experiences. "You can't just say, 'Let's put this person in a residential care home instead of a nursing home - she will be much better off,'" Dr. Robison said. What matters, she added, "is a combination of what people bring in with them, and what they find there."

I) Such findings, which run counter to common sense, have surfaced before. In a multi-state study of assisted living, for instance, University of North Carolina researchers found that a host of variables - the facility's type, size or age; whether a chain owned it; how attractive the neighborhood was - had no significant relationship to how the residents fared in terms of illness, mental decline, hospitalizations or mortality. What mattered most was the residents' physical health and mental status. What people were like when they came in had greater consequence than what happened once they were there.

J) As I was considering all this, a press release from a respected research firm crossed my desk, announcing that the five-star rating system that Medicare developed in 2008 to help families compare nursing home quality also has little relationship to how satisfied its residents or their family members are. As a matter of fact, consumers expressed higher satisfaction with the one-star facilities, the lowest rated, than with the five-star ones. (More on this study and the star ratings will appear in a subsequent post.)

K) Before we collectively tear our hair out - how are we supposed to find our way in a landscape this confusing? - here is a thought from Dr. Philip Sloane, a

geriatrician(□□□□□□) at the University of North Carolina: "In a way, that could be liberating for families."

L) Of course, sons and daughters want to visit the facilities, talk to the administrators and residents and other families, and do everything possible to fulfill their duties. But perhaps they don't have to turn themselves into private investigators or Congressional subcommittees. "Families can look a bit more for where the residents are going to be happy," Dr. Sloane said. And involving the future resident in the process can be very important.

M) We all have our own ideas about what would bring our parents happiness. They have their ideas, too. A friend recently took her mother to visit an expensive assisted living/nursing home near my town. I have seen this place - it is elegant, inside and out. But nobody greeted the daughter and mother when they arrived, though the visit had been planned; nobody introduced them to the other residents. When they had lunch in the dining room, they sat alone at a table.

N) The daughter feared her mother would be ignored there, and so she decided to move her into a more welcoming facility. Based on what is emerging from some of this research, that might have been as rational a way as any to reach a decision.

36. Many people feel guilty when they cannot find a place other than a nursing home for their parents.

37. Though it helps for children to investigate care facilities, involving their parents in the decision-making process may prove very important.

38. It is really difficult to tell if assisted living is better than a nursing home.

39. How a resident feels depends on an interaction between themselves and the care facility they live in.

40. The author thinks her friend made a rational decision in choosing a more hospitable place over an apparently elegant assisted living home.

41. The system Medicare developed to rate nursing home quality is of little help to finding a satisfactory place.

42. At first the researchers of the most recent study found residents in assisted living facilities gave higher scores on social interaction.

43. What kind of care facility old people live in may be less important than we think.

44. The findings of the latest research were similar to an earlier multi-state study of assisted living.

45. A resident's satisfaction with a care facility has much to do with whether they had participated in the decision to move in and how long they had stayed there.



Ancient Greek Wisdom Inspires

Guidelines to Good Life

Ancient Greek Wisdom Inspires Guidelines to Good Life

A) Is it possible to enjoy a peaceful life in a world that is increasingly challenged by threats and uncertainties from wars, terrorism, economic crises and a widespread outbreak of infectious diseases? The answer is yes, according to a new book *The 10 Golden Rules: Ancient Wisdom from the Greek Philosophers on Living a Good Life*. The book is co-authored by Long Island University's philosophy professor Michael Soupios and economics professor Panos Mourdoukoutas.

B) The wisdom of the ancient Greek philosophers is timeless, says Soupios. The philosophy professor says it is as relevant today as when it was first written many centuries ago. "There is no expiration(□□) date on wisdom," he says. "There is no shelf life on intelligence. I think that things have become very gloomy these days, lots of misunderstanding, misleading cues, a lot of what the ancients would have called sophistry(□□). The nice thing about ancient philosophy as offered by the Greeks is that they tended to see life clear and whole, in a way that we tend not to see life today."

Examine your life

C) Soupios, along with his co-author Panos Mourdoukoutas, developed their 10 golden rules by turning to the men behind that philosophy - Aristotle, Socrates, Epictetus and Pythagoras, among others. The first rule - examine your life - is the common thread that runs through the entire book. Soupios says that it is based on Plato's observation that the unexamined life is not worth living. "The Greeks are always concerned about boxing themselves in, in terms of convictions(□□)," he says. "So take a step back, switch off the automatic pilot and actually stop and reflect about things like our priorities, our values, and our relationships."

Stop worrying about what you cannot control

D) As we begin to examine our life, Soupios says, we come to Rule No.2: Worry only about things that you can control. "The individual who promoted this idea was a Stoic philosopher. His name is Epictetus," he says. "And what the Stoics say in general is simply this: There is a larger plan in life. You are not really going to be able to understand all of the dimensions of this plan. You are not going to be able to control the dimensions of this plan."

E) So, Soupios explains, it is not worth it to waste our physical, intellectual and spiritual energy worrying about things that are beyond our control. "I cannot control whether or not I wind up getting the disease swine flu, for

example," he says. "I mean, there are some cautious steps I can take, but ultimately I cannot guarantee myself that. So what Epictetus would say is sitting at home worrying about that would be wrong and wasteful and irrational. You should live your life attempting to identify and control those things which you can genuinely control."

Seek true pleasure

F) To have a meaningful, happy life we need friends. But according to Aristotle - a student of Plato and teacher of Alexander the Great - most relationships don't qualify as true friendships. "Just because I have a business relationship with an individual and I can profit from that relationship, it does not necessarily mean that this person is my friend," Soupios says. "Real friendship is when two individuals share the same soul. It is a beautiful and uncharacteristically poetic image that Aristotle offers."

G) In our pursuit of the good life, he says, it is important to seek out true pleasures - advice which was originally offered by Epicurus. But unlike the modern definition of Epicureanism as a life of indulgence(□□) and luxury, for the ancient Greeks, it meant finding a state of calm, peace and mental ease.

H) "This was the highest and most desirable form of pleasure and happiness for the ancient Epicureans," Soupios says. "This is something that is very much well worth considering here in the modern era. I do not think that we spend nearly enough time trying to concentrate on achieving a sort of calmness, a sort of contentment in a mental and spiritual way, which was identified by these people as the highest form of happiness and pleasure."

Do good to others

I) Other golden rules counsel us to master ourselves, to avoid excess and not to be a prosperous(□□□) fool. There are also rules dealing with interpersonal relationships: Be a responsible human being and do not do evil things to others.

J) "This is Hesiod, of course, a younger contemporary poet, we believe, with Homer," Soupios says. "Hesiod offers an idea - which you very often find in some of the world's great religions, in the Judeo-Christian tradition and in Islam and others - that in some sense, when you hurt another human being, you hurt yourself. That damaging other people in your community and in your life, trashing relationships, results in a kind of self-inflicted(□□□□□) spiritual wound."

K) Instead, Soupios says, ancient wisdom urges us to do good. Golden Rule No. 10 for a good life is that kindness toward others tends to be rewarded.

L) "This is Aesop, the fabulist(□□□), the man of these charming little tales, often told in terms of animals and animal relationships," he says. "I think what Aesop was suggesting is that when you offer a good turn to another human being, one can hope that that good deed will come back and sort of pay a profit to you, the doer of the good deed. Even if there is no concrete benefit paid in response to your good deed, at the very least, the doer of the good deed has the opportunity to enjoy a kind of spiritually enlightened moment."

M) Soupios says following the 10 Golden Rules based on ancient wisdom can guide us to the path of the good life where we stop living as onlookers and become engaged and happier human beings. And that, he notes, is a life worth living.

36. According to an ancient Greek philosopher, it is impossible for us to understand every aspect of our life.

37. Ancient philosophers saw life in a different light from people of today.

38. Not all your business partners are your soul mates.

39. We can live a peaceful life despite the various challenges of the modern world.

40. The doer of a good deed can feel spiritually rewarded even when they gain no concrete benefits.

41. How to achieve mental calmness and contentment is well worth our consideration today.

42. Michael Soupios suggests that we should stop and think carefully about our priorities in life.

43. Ancient philosophers strongly advise that we do good.

44. The wise teachings of ancient Greek thinkers are timeless, and are applicable to contemporary life.

45. Do harm to others and you do harm to yourself.

□ □ □ **Could Food Shortages Bring Down**

Civilization?

Could Food Shortages Bring Down Civilization?

[A] For many years I have studied global agricultural, population, environmental and economic trends and their interactions. The combined effects of those trends and the political tensions they generate point to the breakdown of governments and societies. Yet I, too, have resisted the idea that food shortages could bring down not only individual governments but also our global civilization.

[B] I can no longer ignore that risk. Our continuing failure to deal with the environmental declines that are undermining the world food economy forces me to conclude that such a collapse is possible.

[C] As demand for food rises faster than supplies are growing, the resulting food-price inflation puts severe stress on the governments of many countries. Unable to buy grain or grow their own, hungry people take to the streets. Indeed, even before the steep climb in grain prices in 2008, the number of failing states was expanding. If the food situation continues to worsen, entire

nations will break down at an ever increasing rate. In the 20th century the main threat to international security was superpower conflict; today it is failing states.

[D] States fail when national governments can no longer provide personal security, food security and basic social services such as education and health care. When governments lose their control on power, law and order begin to disintegrate. After a point, countries can become so dangerous that food relief workers are no longer safe and their programs are halted. Failing states are of international concern because they are a source of terrorists, drugs, weapons and refugees(□□), threatening political stability everywhere.

[E] The surge in world grain prices in 2007 and 2008 - and the threat they pose to food security - has a different, more troubling quality than the increases of the past. During the second half of the 20th century, grain prices rose dramatically several times. In 1972, for instance, the Soviets, recognizing their poor harvest early, quietly cornered the world wheat market. As a result, wheat prices elsewhere more than doubled, pulling rice and corn prices up with them. But this and other price shocks were event-driven - drought in the Soviet Union, crop-shrinking heat in the U.S. Corn Belt. And the rises were short-lived: prices typically returned to normal with the next harvest.

[F] In contrast, the recent surge in world grain prices is trend-driven, making it unlikely to reverse without a reversal in the trends themselves. On the demand side, those trends include the ongoing addition of more than 70 million people a year, a growing number of people wanting to move up the food chain to consume highly grain-intensive meat products, and the massive diversion(□□) of U.S. grain to the production of bio-fuel.

[G] As incomes rise among low-income consumers the potential for further grain consumption is huge. But that potential pales beside the never-ending demand for crop-based fuels. A fourth of this year's U.S. grain harvest will go to fuel cars.

[H] What about supply? The three environmental trends - the shortage of freshwater, the loss of topsoil and the rising temperatures - are making it increasingly hard to expand the world's grain supply fast enough to keep up with demand. Of all those trends, however, the spread of water shortages poses the most immediate threat. The biggest challenge here is irrigation, which consumes 70% the world's fresh water. Millions of irrigation wells in many countries are now pumping water out of underground sources faster than rainfall can refill them. The result is falling water tables(□ □ □ □) in countries with half the world's people, including the three big grain producers - China, India and the U.S.

[I] As water tables have fallen and irrigation wells have gone dry, China's wheat crop, the world's largest, has declined by 8% since it peaked at 123 million tons in 1997. But water shortages are even more worrying in India. Millions of irrigation wells have significantly lowered water tables in almost every state.

[J] As the world's food security falls to pieces, individual countries acting in their own self-interest are actually worsening the troubles of many. The trend began in 2007, when leading wheat-exporting countries such as Russia and Argentina limited or banned their exports, in hopes of increasing local food supplies and thereby bringing down domestic food prices. Vietnam banned its exports for several months for the same reason. Such moves may eliminate the fears of those living in the exporting countries, but they are creating panic in importing countries that must rely on what is then left for export.

[K] In response to those restrictions, grain-importing countries are trying to nail down long-term trade agreements that would lock up future grain supplies. Food-import anxiety is even leading to new efforts by food-importing countries to buy or lease farm land in other countries. In spite of such temporary measures, soaring food prices and spreading hunger in many other countries are beginning to break down the social order.

[L] Since the current world food shortage is trend-driven, the environmental trends that cause it must be reversed. We must cut carbon emissions by 80% from their 2006 levels by 2020, stabilize the world's population at eight billion by 2040, completely remove poverty, and restore forests and soils. There is nothing new about the four objectives. Indeed, we have made substantial progress in some parts of the world on at least one of these - the distribution of family-planning services and the associated shift to smaller families.

[M] For many in the development community, the four objectives were seen as positive, promoting development as long as they did not cost too much. Others saw them as politically correct and morally appropriate. Now a third and far more significant motivation presents itself: meeting these goals may be necessary to prevent the collapse of our civilization. Yet the cost we project for saving civilization would amount to less than \$200 billion a year, 1/6 of current global military spending. In effect, our plan is the new security budget. 36. The more recent steep climb in grain prices partly results from the fact that more and more people want to consume meat products.

37. Social order is breaking down in many countries because of food shortages.

38. Rather than superpower conflict, countries unable to cope with food shortages now constitute the main threat to world security.

39. Some parts of the world have seen successful implementation of family planning.

40. The author has come to agree that food shortages could ultimately lead to the collapse of world civilization.

41. Increasing water shortages prove to be the biggest obstacle to boosting the world's grain production.

42. The cost for saving our civilization would be considerably less than the world's current military spending.

43. To lower domestic food prices, some countries limited or stopped their grain exports.

44. Environmental problems must be solved to ease the current global food shortage.
45. A quarter of this year's American grain harvest will be used to produce bio-fuel for cars.

2016 □ 12 □

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the question by marking the corresponding letter on Answer Sheet 2.

□□□ **Can Burglars Jam Your Wireless Security System?**

Can Burglars Jam Your Wireless Security System?

[A] Any product that promises to protect your home deserves careful examination. So it isn't surprising that you'll find plenty of strong opinions about the potential vulnerabilities of popular home-security systems.

[B] The most likely type of burglary(□□□□) by far is the unsophisticated crime of opportunity, usually involving a broken window or some forced entry. According to the FBI, crimes like these accounted roughly two-thirds of all household burglaries in the US in 2013. The wide majority of the rest were illegal, unforced entries that resulted from something like a window being left open. The odds of a criminal using technical means to bypass a security system are so small that the FBI doesn't even track those statistics.

[C] One of the main theoretical home-security concerns is whether or not a given system is vulnerable to being blocked from working altogether. With wired setups, the fear is that a burglar(□□□□) might be able to shut your system down simply by cutting the right cable. With a wireless setup, you stick battery-powered sensors up around your home that keep an eye on windows, doors, motion, and more. If they detect something wrong while the system is armed, they'll transmit a wireless alert signal to a base station that will then raise the alarm. That approach will eliminate most cord-cutting concerns - but what about their wireless equivalent, jamming? With the right device tuned to the right frequency, what's to stop a thief from jamming your setup and blocking that alert signal from ever reaching the base station?

[D] Jamming concerns are nothing new, and they're not unique to security

systems. Any device that's built to receive a wireless signal at a specific frequency can be overwhelmed by a stronger signal coming in on the same frequency. For comparison, let's say you wanted to "jam" a conversation between two people - all you'd need to do is yell in the listener's ear.

[E] Security devices are required to list the frequencies they broadcast on - that means that a potential thief can find what they need to know with minimal Googling. They will, however, need to know what system they're looking for. If you have a sign in your yard declaring what setup you use, that'd point them in the right direction, though at that point, we're talking about a highly targeted, semi-sophisticated attack, and not the sort forced-entry attack that makes up the majority of burglaries. It's easier to find and acquire jamming equipment for some frequencies than it is for others.

[F] Wireless security providers will often take steps to help combat the threat of jamming attacks. SimpliSafe, winner of our Editor's Choice distinction, utilizes a special system that's capable of separating incidental RF interference from targeted jamming attacks. When the system thinks it's being jammed, it'll notify you via push alert(□□□□). From there, it's up to you to sound the alarm manually.

[G] SimpliSafe was singled out in one recent article on jamming, complete with a video showing the entire system being effectively bypassed with handheld jamming equipment. After taking appropriate measures to contain the RF interference to our test lab, we tested the attack out for ourselves, and were able to verify that it's possible with the right equipment. However, we also verified that SimpliSafe's anti-jamming system works. It caught us in the act, sent an alert to my smartphone, and also listed our RF interference on the system's event log. The team behind the article and video in question make no mention of the system, or whether or not it detected them.

[H] We like the unique nature of that software. It means that a thief likely wouldn't be able to Google how the system works, then figure out a way around it. Even if they could, SimpliSafe claims that its system is always evolving, and that it varies slightly from system to system, which means there wouldn't be a universal magic formula for cracking it. Other systems also seem confident on the subject of jamming. The team at Frontpoint addresses the issue in a blog on its site, citing their own jam protection software and claiming that there aren't any documented cases of successful jam attack since the company began offering wireless security sensors in the 1980s.

[I] Jamming attacks are absolutely possible. As said before, with the right equipment and the right know-how, it's possible to jam any wireless transmission. But how probable is it that someone will successfully jam their way into your home and steal your stuff?

[J] Let's imagine that you live in a small home with a wireless security setup that offers a functional anti-jamming system. First, a thief is going to need to target your home, specifically. Then, he's going to need to know the technical details of your system and acquire the specific equipment necessary for

jamming your specific setup. Presumably, you keep your doors locked at night and while you're away. So the thief will still need to break in. That means defeating the lock somehow, or breaking a window. He'll need to be jamming you at this point, as a broken window or opened door would normally release the alarm. So, too, would the motion detectors in your home, so the thief will need to continue jamming once he's inside and searching for things to steal. However, he'll need to do so without tripping the anti-jamming system, the details of which he almost certainly does now have access to.

[K] At the end of the day, these kinds of systems are primarily designed to protect against the sort of opportunistic smash-and-grab attack that makes up the majority of burglaries. They're also only a single layer in what should ideally be a many-sided approach to securing your home, one that includes common sense things like sound locks and proper exterior lighting at night. No system is impenetrable, and none can promise to eliminate the worst case completely. Every one of them has vulnerabilities that a knowledgeable thief could theoretically exploit. A good system is one that keeps that worst-case setting as improbable as possible while also offering strong protection in the event of a less-extraordinary attack.

36. It is possible for burglars to make jamming attacks with the necessary equipment and skill.

37. Interfering with a wireless security system is similar to interfering with a conversation.

38. A burglar has to continuously jam the wireless security device to avoid triggering the alarm, both inside and outside the house.

39. SimpliSafe provides devices that are able to distinguish incidental radio interference from targeted jamming attacks.

40. Only a very small proportion of burglaries are committed by technical means.

41. It is difficult to crack SimpliSafe as its system keeps changing.

42. Wireless devices will transmit signals so as to activate the alarm once something wrong is detected.

43. Different measures should be taken to protect one's home from burglary in addition to the wireless security system.

44. SimpliSafe's device can send a warning to the house owner's cellphone.

45. Burglars can easily get a security device's frequency by Internet search.

□□□ **The Secret to Raising Smart Kids**

The Secret to Raising Smart Kids

[A] I first began to investigate the basis of human motivation - and how people persevere after setbacks - as a psychology graduate student at Yale

University in the 1960s. Animal experiments by psychologists at the University of Pennsylvania had shown that after repeated failures, most animals conclude that a situation is hopeless and beyond their control. After such an experience an animal often remains passive even when it can effect change - a state they called learned helplessness.

[B] People can learn to be helpless, too. Why do some students give up when they encounter difficulty, whereas others who are no more skilled continue to strive and learn? One answer, I soon discovered, lay in people's beliefs about why they had failed.

[C] In particular, attributing poor performance to a lack of ability depresses motivation more than does the belief that lack of effort is to blame. When I told a group of school children who displayed helpless behavior that a lack of effort led to their mistakes in math, they learned to keep trying when the problems got tough. Another group of helpless children who were simply rewarded for their success on easier problems did not improve their ability to solve hard math problems. These experiments indicated that a focus on effort can help resolve helplessness and generate success.

[D] Later, I developed a broader theory of what separates the two general classes of learners-helpless versus mastery-oriented. I realized these different types of students not only explain their failures differently, but they also hold different "theories" of intelligence. The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that. I call this a "fixed mind-set(固定型思维)". Mistakes crack their self-confidence because they attribute errors to a lack of ability, which they feel powerless to change. They avoid challenges because challenges make mistakes more likely. The mastery-oriented children, on the other hand, think intelligence is not fixed and can be developed through education and hard work. Such children believe challenges are energizing rather than intimidating(激励型思维).

[E] We validated these expectations in a study in which two other psychologists and I monitored 373 students for two years during the transition to junior high school, when the work gets more difficult and the grading more strict, to determine how their mind-sets might affect their math grades. At the beginning of seventh grade, we assessed the students' mind-sets by asking them to agree or disagree with statements such as "Your intelligence is something very basic about you that you can't really change." We then assessed their beliefs about other aspects of learning and looked to see what happened to their grades.

[F] As predicted, the students with a growth mind-set felt that learning was more important goal than getting good grades. In addition, they held hard work in high regard. They understood that even geniuses have to work hard. Confronted by a setback such as a disappointing test grade, students with a growth mind-set said they would study harder or try a different strategy. The students who held a fixed mind-set, however, were concerned about looking smart with less regard for learning. They had negative views of effort,

believing that having to work hard was a sign of low ability. They thought that a person with talent or intelligence did not need to work hard to do well. Attributing a bad grade to their own lack of ability, those with a fixed mind-set said that would study less in the future, try never to take that subject again and consider cheating on future tests.

[G] Such different outlook had a dramatic impact on performance. At the start of junior high, the math achievement test scores of the students with a growth mind-set were comparable to those of students who displayed a fixed mind-set. But as the work became more difficult, the students with a growth mind-set showed greater persistence. As a result, their math grades overtook those of the other students by the end of the first semester-and the gap between the two groups continued to widen during the two years we followed them.

[H] A fixed mind-set can also hinder communication and progress in the workplace and discourage or ignore constructive criticism and advice. Research shows that managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set.

[I] How do we transmit a growth mind-set to our children? One way is by telling stories about achievements that result from hard work. For instance, talking about mathematical geniuses who were more or less born that way puts students in a fixed mind-set, but mathematicians who fell in love with math and developed amazing skills produce a growth mind-set.

[J] In addition, parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine, I designed an eight-session workshop for 91 students whose math grades were declining in their first year of junior high. Forty-eight of the students received instruction in study skills only, whereas the others attended a combination of study skills sessions and classes in which they learned about the growth mind-set and how to apply it to schoolwork. In the growth mind-set classes, students read and discussed an article entitled "You Can Grow Your Brain." They were taught that the brain is like a muscle that gets stronger with use and that learning prompts the brain to grow new connections. From such instruction, many students began to see themselves as agents of their own brain development. Despite being unaware that there were two types of instruction, teachers reported significant motivational changes in 27% of the children in the growth mind-set workshop as compared with only 9% of students in the control group.

[K] Research is converging(□□) on the conclusion that great accomplishment and even genius is typically the result of years of passion and dedication and not something that flows naturally from a gift.

36. The author's experiment shows that students with a fixed mind-set believe having to work hard is an indication of low ability.

37. Focusing on effort is effective in helping children overcome frustration and achieve success.

38. We can cultivate a growth mind-set in children by telling success stories that emphasize hard work love of learning.
39. Students' belief about the cause of their failure explains their attitude toward setbacks.
40. In the author's experiment, student with a growth mind-set showed greater perseverance in solving difficult math problems.
41. The author conducted an experiment to find out about the influence of students' mind-sets on math learning.
42. After failing again and again, most animals give up hope.
43. Informing students about the brain as a learning machine is a good strategy to enhance their motivation for learning.
44. People with a fixed mind-set believe that one's intelligence is unchangeable.
45. In the workplace, feedback may not be so welcome to managers with a fixed mind-set.

☐☐☐ **When Work Becomes a Game**

When Work Becomes a Game

- A) What motivates employees to do their jobs well? Competition with coworkers, for some. The promise of rewards, for others. Pure enjoyment of problem-solving, for a lucky few.
- B) Increasingly, companies are tapping into these desires directly through what has come to be known as "gamification": essentially, turning work into a game. "Gamification is about understanding what it is that makes games engaging and what game designers do to create a great experience in games, and taking those learnings and applying them to other contexts such as the workplace and education," explains Kevin Werbach, a gamification expert who teaches at the Wharton School of Business at the University of Pennsylvania in the United States.
- C) It might mean monitoring employee productivity on a digital leaderboard and offering prizes to the winner, or giving employees digital badges or stars for completing certain activities. It could also mean training employees how to do their jobs through video game platforms. Companies from Google to L'Orealto IBM to Wells Fargo are known to use some degree of gamification in their workplaces. And more and more companies are joining them. A recent report suggests that the global gamification market will grow from \$1.65 billion in 2015 to \$11.1 billion by 2020.
- D) The concept of gamification is not entirely new, Werbach says. Companies, marketers and teachers have long looked for fun ways to engage people's reward-seeking or competitive spirits. Cracker Jacks has been "gamifying" its

snack food by putting a small prize inside for more than 100 years, he adds, and the turn-of-the-century steel magnate(□□) Charles Schwab is said to have often come into his factory and written the number of tons of steel produced on the past shift on the factory floor, thus motivating the next shift of workers to beat the previous one.

E) But the word "gamification" and the widespread, conscious application of the concept only began in earnest about five years ago, Werbach says. Thanks in part to video games, the generation now entering the workforce is especially open to the idea of having their work gamified. "We are at a point where in much of the developed world the vast majority of young people grew up playing video games, and an increasingly high percentage of adults play these video games too," Werbach says.

F) A number of companies have sprung up - Gam Effective, Bunchbail and Badgeville, to name a few - in recent years offering gamification platforms for businesses. The platforms that are most effective turn employees' ordinary job tasks into part of a rich adventure narrative. "What makes a game game-like is that the player actually cares about the outcome," Werbach says. "The principle is about understanding what is motivating to this group of players, which requires some understanding of psychology."

G) Some people, Werbach says, are motivated by competition. Sales people often fall into this category. For them, the right kind of gamification might be turning their sales pitches into a competition with other team members, complete with a digital leaderboard showing who is winning at all times. Others are more motivated by collaboration and social experiences. One company Werbach has studied uses gamification to create a sense of community and boost employees' morale(□□). When employees log in to their computers, they're shown a picture of one of their coworkers and asked to guess that person's name.

H) Gamification does not have to be digital. Monica Cornetti runs a company that gamifies employee trainings. Sometimes this involves technology, but often it does not. She recently designed a gamification strategy for a sales training company with a storm-chasing theme. Employees formed "storm chaser teams" and competed in storm-themed educational exercises to earn various rewards. "Rewards do not have to be stuff," Cornetti says. "Rewards can be flexible working hours." Another training, this one for pay roll law, used a Snow White and the Seven Dwarfs theme. "Snow White" is available for everyone to use, but the "dwarfs" are still under copyright, so Cornetti invented sound-alike characters (Grumpy Gus, Dopey Dan) to illustrate specific pay roll law principles.

I) Some people do not take naturally to gamified work environments, Cornetti says. In her experience, people in positions of power or people in finance or engineering do not tend to like the sound of the word. "If we are designing for engineers, I'm not talking about a 'game' at all," Cornetti says. "I'm talking about a 'simulation'(□□), I'm talking about 'being able to solve this problem. '"

J) Gamification is "not a magic bullet," Werbach warns. A gamification strategy that is not sufficiently thought through or well-tailored to its players may engage people for a little while, but it will not motivate people in the long term. It can also be exploitative, especially when used with vulnerable populations. For workers, especially low-paid workers, who desperately need their jobs yet know they can be easily replaced, gamification may feel more like the Hunger Games. Werbach gives the example of several Disneyland hotels in Anaheim, California, which used large digital leaderboards to display how efficiently laundry workers were working compared to one another. Some employees found the board motivating. To others, it was the opposite of fun. Some began to stop taking bathroom breaks, worried that if their productivity fell they would be fired. Pregnant employees struggled to keep up. In a Los Angeles Times article, one employee referred to the board as a "digital whip." "It actually had a very negative effect on morale and performance," Werbach says.

K) Still, gamification only stands to become more popular, he says, "as more and more people come into the workforce who are familiar with the structures and expressions of digital games. "We are far from reaching the peak," Cornetti agrees. "There is no reason this will go away."

36. Some famous companies are already using gamification and more are trying to do the same.

37. Gamification is not a miracle cure for all workplaces as it may have negative results.

38. To enhance morale, one company asks its employees to identify their fellow workers when starting their computers.

39. The idea of gamification was practiced by some businesses more than a century ago.

40. There is reason to believe that gamification will be here to stay.

41. Video games contributed in some ways to the wide application of gamification.

42. When turning work into a game, it is necessary to understand what makes games interesting.

43. Gamification in employee training does not always need technology.

44. The most successful gamification platforms transform daily work assignments into fun experiences.

45. It is necessary to use terms other than "gamification" for some professions.

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Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the question by marking the corresponding letter on Answer Sheet 2.

□□□ The blessing and curse of the people who never forget

The blessing and curse of the people who never forget

A handful of people can recall almost every day of their lives in enormous detail - and after years of research, neuroscientists are finally beginning to understand how they do it.

A) For most of us, memory is a mess of blurred and faded pictures of our lives. As much as we would like to cling on to our past, even the saddest moments can be washed away with time.

B) Ask Nima Veiseh what he was doing for any day in the past 15 years, however, and he will give you the details of the weather, what he was wearing, or even what side of the train he was sitting on his journey to work. "My memory is like a library of video tapes, walk-throughs of every day of my life from waking to sleeping," he explains.

C) Veiseh can even put a date on when those tapes started recording: 15 December 2000, when he met his first girlfriend at his best friend's 16th birthday party. He had always had a good memory, but the thrill of young love seems to have shifted a gear in his mind: from now on, he would start recording his whole life in detail. "I could tell you everything about every day after that."

D) Needless to say, people like Veiseh are of great interest to neuroscientists(□□□□□□) hoping to understand the way the brain records our lives. A couple of recent papers have finally opened a window on these people's extraordinary minds. And such research might even suggest ways for us all to relive our past with greater clarity.

E) 'Highly superior autobiographical memory' (or HSAM for short), first came to light in the early 2000s, with a young woman named Jill Price. Emailing the neuroscientist and memory researcher Jim McGaugh one day, she claimed that she could recall every day of her life since the age of 12. Could he help explain her experiences?

F) McGaugh invited her to his lab, and began to test her: he would give her a date and ask her to tell him about the world events on that day. True to her word, she was correct almost every time.

G) It didn't take long for magazines and documentary film-makers to come to understand her "total recall", and thanks to the subsequent media interest, a few dozen other subjects (including Veisheh) have since come forward and contacted the team at the University of California, Irvine.

H) Interestingly, their memories are highly self-centred: although they can remember "autobiographical" life events in extraordinary detail, they seem to be no better than average at recalling impersonal information, such as random(□□□□) lists of words. Nor are they necessarily better at remembering a round of drinks, say. And although their memories are vast, they are still likely to suffer from "false memories". Clearly, there is no such thing as a "perfect" memory - their extraordinary minds are still using the same flawed tools that the rest of us rely on. The question is, how?

I) Lawrence Patihis at the University of Southern Mississippi recently studied around 20 people with HSAM and found that they scored particularly high on two measures: fantasy proneness(□□) and absorption. Fantasy proneness could be considered a tendency to imagine and daydream, whereas absorption is the tendency to allow your mind to become fully absorbed in an activity - to pay complete attention to the sensations(□□) and the experiences. "I'm extremely sensitive to sounds, smells and visual detail," explains Nicole Donohue, who has taken part in many of these studies. "I definitely feel things more strongly than the average person."

J) The absorption helps them to establish strong foundations for recollection, says Patihis, and the fantasy proneness means that they revisit those memories again and again in the coming weeks and months. Each time this initial memory trace is "replayed", it becomes even stronger. In some ways, you probably go through that process after a big event like your wedding day - but the difference is that thanks to their other psychological tendencies, the HSAM subjects are doing it day in, day out, for the whole of their lives.

K) Not everyone with a tendency to fantasise will develop HSAM, though, so Patihis suggests that something must have caused them to think so much about their past. "Maybe some experience in their childhood meant that they became obsessed(□□) with calendars and what happened to them," says Patihis.

L) The people with HSAM I've interviewed would certainly agree that it can be a mixed blessing. On the plus side, it allows you to relive the most transformative and enriching experiences. Veisheh, for instance, travelled a lot

in his youth. In his spare time, he visited the local art galleries. and the paintings are now lodged deep in his autobiographical memories.

M) "Imagine being able to remember every painting, on every wall, in every gallery space, between nearly 40 countries" he says. "That's a big education in art by itself." With this comprehensive knowledge of the history of art, he has since become a professional painter.

N) Donohue, now a history teacher, agrees that it helped during certain parts of her education: "I can definitely remember what I learned on certain days at school. I could imagine what the teacher was saying or what it looked like in the book."

O) Not everyone with HSAM has experienced these benefits, however. Viewing the past in high definition can make it very difficult to get over pain and regret. "It can be very hard to forget embarrassing moments," says Donohue. "You feel the same emotions - it is just as raw, just as fresh... You can't turn off that stream of memories, no matter how hard you try." Veisheh agrees: "It is like having these open wounds - they are just a part of you," he says.

P) This means they often have to make a special effort to lay the past to rest. Bill, for instance, often gets painful "flashbacks", in which unwanted memories intrude into his consciousness, but overall he has chosen to see it as the best way of avoiding repeating the same mistakes. "Some people are absorbed in the past but not open to new memories, but that's not the case for me. I look forward to each day and experiencing something new."

36. People with HSAM have the same memory as ordinary people when it comes to impersonal information.

37. Fantasy proneness will not necessarily cause people to develop HSAM.

38. Veisheh began to remember the details of his everyday experiences after he met his first young love.

39. Many more people with HSAM started to contact researchers due to the mass media.

40. People with HSAM often have to make efforts to avoid focusing on the past.

41. Most people do not have clear memories of past events.

42. HSAM can be both a curse and a blessing.

43. A young woman sought explanation from a brain scientist when she noticed her unusual memory.

44. Some people with HSAM find it very hard to get rid of unpleasant memories.

45. A recent study of people with HSAM reveals that they are liable to fantasy and full absorption in an activity.

□ □ □ **From Accountant to Yogi: Making a Radical Career Change**

From Accountant to Yogi: Making a Radical Career Change

A) At some point, almost all of us will experience a period of radical professional change. Some of us will seek it out; for others it will feel like an unwelcome intrusion into otherwise stable careers. Either way, we have choices about how we respond to it when it comes.

B) We recently caught up with yoga entrepreneur Leah Zaccaria, who put herself through the fire of change to completely reinvent herself. In her search to live a life of purpose, Leah left her high-paying accounting job, her husband, and her home. In the process, she built a radically new life and career. Since then, she has founded two yoga studios, met a new life partner, and formed a new community of people. Even if your personal reinvention is less drastic, we think there are lessons from her experience that apply.

C) Where do the seeds of change come from? The Native American Indians have a saying: "Pay attention to the whispers so you won't have to hear the screams." Often the best ideas for big changes come from unexpected places - it's just a matter of tuning in. Great leaders recognize the weak signals or slight signs that point to big changes to come. Leah reflects on a time she listened to the whispers: "About the time my daughter was five years old, I started having a sense that 'this isn't right.'" She then realized that her life no longer matched her vision for it.

D) Up until that point, Leah had followed traditional measures of success. After graduating with a degree in business and accounting, she joined a public accounting firm, married, bought a house, put lots of stuff in it, and had a baby. "I did what everybody else thought looked successful," she says. Leah easily could have fallen into a trap of feeling content; instead, her energy sparked a period of experimentation and renewal.

E) Feeling the need to change, Leah started playing with future possibilities by exploring her interests and developing new capabilities. First trying physical exercise and dieting, she lost some weight and discovered an inner strength. "I felt powerful because I broke through my own limitations," she recalls.

F) However, it was another interest that led Leah to radically reinvent herself. "I remember sitting on a bench with my aunt at a yoga studio," she said, "and having a moment of clarity right then and there: Yoga is saving my life. Yoga is waking me up. I'm not happy and I want to change and I'm done with this." In that moment of clarity Leah made an important leap, conquering her inner resistance to change and making a firm commitment to take bigger steps.

G) Creating the future you want is a lot easier if you are ready to exploit the opportunities that come your way. When Leah made the commitment to change, she primed herself to new opportunities she may otherwise have overlooked. She recalls:

H) One day a man I worked with, Ryan, who had his office next to mine, said, "Leah, let's go look at this space on Queen Anne." He knew my love for yoga and had seen a space close to where he lived that he thought might be good to serve as a yoga studio. As soon as I saw the location, I knew this was it. Of course I was scared, yet I had this strong sense of "I have to do this." Only a few months later Leah opened her first yoga studio, but success was not instant.

I) Creating the future takes time. That's why leaders continue to manage the present while building toward the big changes of the future. When it's time to make the leap, they take action and immediately drop what's no longer serving their purpose. Initially Leah stayed with her accounting job while starting up the yoga studio to make it all work.

J) Soon after, she knew she had to make a bold move to fully commit to her new future. Within two years, Leah shed the safety of her accounting job and made the switch complete. Such drastic change is not easy.

K) Steering through change and facing obstacles brings us face to face with our fears. Leah reflects on one incident that triggered her fears, when her investors threatened to shut her down: "I was probably up against the most fear I've ever had," she says. "I had spent two years cultivating this community, and it had become successful very fast, but within six months I was facing the prospect of losing it all."

L) She connected with her sense of purpose and dug deep, cultivating a tremendous sense of strength. "I was feeling so intentional and strong that I wasn't going to let fear just take over. I was thinking, 'OK, guys, if you want to try to shut me down, shut me down.' And I knew it was a negotiation scheme, so I was able to say to myself, 'This is not real.'" By naming her fears and facing them head-on, Leah gained confidence. For most of us, letting go of the safety and security of the past gives us great fear. Calling out our fears explicitly, as Leah did, can help us act decisively.

M) The cycle of renewal never ends. Leah's growth spurred her to open her second studio - and it wasn't for the money.

N) I have no desire to make millions of dollars. It's not about that; it's about growth for me. Honestly, I didn't need to open a second studio. I was making as much money as I was as an accountant. But I know if you don't grow, you stand still, and that doesn't work for me.

O) Consider the current moment in your own life, your team or your organization. Where are you in the cycle of renewal: Are you actively preserving the present, or selectively forgetting the past, or boldly creating the future? What advice would Leah give you to move you ahead on your journey? Once we're on the path of growth, we can continually move through

the seasons of transformation and renewal.

36. Readiness to take advantage of new opportunities will make it easier to create one's desired future.

37. By conventional standards, Leah was a typical successful woman before she changed her career.

38. Leah gained confidence by laying out her fears and confronting them directly.

39. In search of a meaningful life, Leah gave up what she had and set up her own yoga studios.

40. Leah's interest in yoga prompted her to make a firm decision to reshape her life.

41. Small signs may indicate great changes to come and therefore merit attention.

42. Leah's first yoga studio was by no means an immediate success.

43. Some people regard professional change as an unpleasant experience that disturbs their stable careers.

44. The worst fear Leah ever had was the prospect of losing her yoga business.

45. As she explored new interests and developed new potentials, Leah felt powerful internally.

□□□ Team spirit

Team spirit

A) Teams have become the basic building blocks of organisations. Recruitment advertisements routinely call for "team players". Business schools grade their students in part on their performance in group projects. Office managers knock down walls to encourage team building. Teams are as old as civilisation, of course: even Jesus had 12 co-workers. But a new report by Deloitte, "Global Human Capital Trends", based on a survey of more than 7,000 executives in over 130 countries, suggests that the fashion for teamwork has reached a new high. Almost half of those surveyed said their companies were either in the middle of restructuring or about to embark on(□□) it; and for the most part, restructuring meant putting more emphasis on teams.

B) Companies are abandoning conventional functional departments and organising employees into cross-disciplinary teams that focus on particular products, problems or customers. These teams are gaining more power to run their own affairs. They are also spending more time working with each other rather than reporting upwards. Deloitte argues that a new organisational form is on the rise: a network of teams is replacing the conventional hierarchy(□□□□□).

C) The fashion for teams is driven by a sense that the old way of organising people is too rigid for both the modern marketplace and the expectations of employees. Technological innovation places greater value on agility(敏捷). John Chambers, chairman of Cisco Systems Inc., a worldwide leader in electronics products, says that "we compete against market transitions(市场转变), not competitors. Product transitions used to take five or seven years; now they take one or two. " Digital technology also makes it easier for people to co-ordinate their activities without resorting to hierarchy. The "millennials"(千禧一代) who will soon make up half the workforce in rich countries were raised from nursery school onwards to work in groups.

D) The fashion for teams is also spreading from the usual corporate suspects (such as GE and IBM) to some more unusual ones. The Cleveland Clinic, a hospital operator, has reorganised its medical staff into teams to focus on particular treatment areas; consultants, nurses and others collaborate closely instead of being separated by speciality(专业) and rank. The US Army has gone the same way. In his book, Team of Teams, General Stanley McChrystal describes how the army's hierarchical structure hindered its operations during the early stages of the Iraq war. His solution was to learn something from the rebels it was fighting: decentralising authority to self-organising teams.

E) A good rule of thumb is that as soon as generals and hospital administrators jump on a management bandwagon(管理热潮), it is time to ask questions. Leigh Thompson of Kellogg School of Management in Illinois warns that, "Teams are not always the answer - teams may provide insight, creativity and knowledge in a way that a person working independently cannot; but teamwork may also lead to confusion, delay and poor decision-making." The late Richard Hackman of Harvard University once argued, "I have no question that when you have a team, the possibility exists that it will generate magic, producing something extraordinary... But don't count on it."

F) Hackman (who died in 2013) noted that teams are hindered by problems of co-ordination and motivation that chip away at the benefits of collaboration. High-flyers(精英) who are forced to work in teams may be undervalued and free-riders empowered. Group-think may be unavoidable. In a study of 120 teams of senior executives, he discovered that less than 10% of their supposed members agreed on who exactly was on the team. If it is hard enough to define a team's membership, agreeing on its purpose is harder still.

G) Profound changes in the workforce are making teams trickier to manage. Teams work best if their members have a strong common culture. This is hard to achieve when, as is now the case in many big firms, a large proportion of staff are temporary contractors. Teamwork improves with time: America's National Transportation Safety Board found that 73% of the incidents in its civil-aviation database occurred on a crew's first day of flying together. However, as Amy Edmondson of Harvard points out, organisations increasingly use "team" as a verb rather than a noun: they form teams for specific purposes and then quickly disband them.

H) The least that can be concluded from this research is that companies need to think harder about managing teams. They need to rid their minds of sentimentalism(□□□□): the most successful teams have leaders who are able to set an overall direction and take immediate action. They need to keep teams small and focused: giving in to pressure to be more "inclusive" is a guarantee of dysfunction. Jeff Bezos, Amazon's boss, says that "If I see more than two pizzas for lunch, the team is too big." They need to immunise teams against group-think: Hackman argued that the best ones contain "deviant"(□□□□) who are willing to do something that may be upsetting to others.

I) A new study of 12,000 workers in 17 countries by Steelcase, a furniture-maker which also does consulting, finds that the best way to ensure employees are "engaged" is to give them more control over where and how they do their work - which may mean liberating them from having to do everything in collaboration with others.

J) However, organisations need to learn something bigger than how to manage teams better: they need to be in the habit of asking themselves whether teams are the best tools for the job. Team-building skills are in short supply: Deloitte reports that only 12% of the executives they contacted feel they understand the way people work together in networks and only 21% feel confident in their ability to build cross-functional teams. Loosely managed teams can become hotbeds of distraction - employees routinely complain that they can't get their work done because they are forced to spend too much time in meetings or compelled to work in noisy offices. Even in the age of open-plan offices and social networks some work is best left to the individual.

36. Successful team leaders know exactly where the team should go and are able to take prompt action.

37. Decentralisation of authority was also found to be more effective in military operations.

38. In many companies, the conventional form of organisation is giving way to a network of teams.

39. Members of poorly managed teams are easily distracted from their work.

40. Teamwork is most effective when team members share the same culture.

41. According to a report by Deloitte, teamwork is becoming increasingly popular among companies.

42. Some team members find it hard to agree on questions like membership and the team's purpose.

43. Some scholars think teamwork may not always be reliable, despite its potential to work wonders.

44. To ensure employees' commitment, it is advisable to give them more flexibility as to where and how they work.

45. Product transitions take much less time now than in the past.

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Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the question by marking the corresponding letter on Answer Sheet 2.

□□□ **Do In-Class Exams Make Students Study**

Harder?

Do In-Class Exams Make Students Study Harder?

Research suggests they may study more broadly for the unexpected rather than search for answers.

[A] I have always been a poor test-taker. So it may seem rather strange that I have returned to college to finish the degree I left undone some four decades ago. I am making my way through Columbia University, surrounded by students who quickly supply the verbal answer while I am still processing the question.

[B] Since there is no way for me to avoid exams, I am currently questioning what kind are the most taxing and ultimately beneficial. I have already sweated through numerous in-class midterms and finals, and now I have a professor who issues take-home ones. I was excited when I learned this, figuring I had a full week to do the research, read the texts, and write it all up. In fact, I was still rewriting my midterm the morning it was due. To say I had lost the thread is putting it mildly.

[C] As I was suffering through my week of anxiety, overthinking the material and guessing my grasp of it, I did some of my own polling among students and professors. David Eisenbach, who teaches a popular class on U.S. presidents at Columbia, prefers the in-class variety. He believes students ultimately learn more and encourages them to form study groups. "That way they socialize over history outside the class, which wouldn't happen without the pressure of an in-class exam," he explained. "Furthermore, in-class exams force students to learn how to perform under pressure, an essential work

skill."

[D] He also says there is less chance of cheating with the in-class variety. In 2012, 125 students at Harvard were caught up in a scandal when it was discovered they had cheated on a take-home exam for a class entitled "Introduction To Congress." Some colleges have what they call an "honor code," though if you are smart enough to get into these schools, you are either smart enough to get around any codes or hopefully, too ethical to consider doing so. As I sat blocked and clueless for two solid days, I momentarily wondered if I couldn't just call an expert on the subject matter which I was tackling, or someone who took the class previously, to get me going.

[E] Following the Harvard scandal, Mary Miller, the former dean of students at Yale, made an impassioned appeal to her school's professors to refrain from take-home exams. "Students risk health and well being, as well as performance in other end-of-term work, when faculty offers take-home exams without clear, time-limited boundaries," she told me. "Research now shows that regular quizzes, short essays, and other assignments over the course of a term better enhance learning and retention."

[F] Most college professors agree the kind of exam they choose largely depends on the subject. A quantitative-based one, for example, is unlikely to be sent home, where one could ask their older brothers and sisters to help. Vocational-type classes, such as computer science or journalism, on the other hand, are often more research-oriented and lend themselves to take-home testing. Chris Koch, who teaches "History of Broadcast Journalism" at Montgomery Community College in Rockville, Maryland, points out that reporting is about investigation rather than the memorization of minute details. "In my field, it's not what you know - it's what you know how to find out," says Koch. "There is way too much information, and more coming all the time, for anyone to remember. I want my students to search out the answers to questions by using all the resources available to them."

[G] Students' test-form preferences vary, too, often depending on the subject and course difficulty. "I prefer take-home essays because it is then really about the writing, so you have time to edit and do more research," says Elizabeth Dresser, a junior at Barnard. Then there is the stress factor. Francesca Haass, a senior at Middlebury, says, "I find the in-class ones are more stressful in the short term, but there is immediate relief as you swallow information like mad, and then you get to forget it all. Take-homes require thoughtful engagement which can lead to longer term stress as there is never a moment when the time is up." Meanwhile, Olivia Rubin, a sophomore at Emory, says she hardly even considers take-homes true exams. "If you understand the material and have the ability to articulate(□□) your thoughts, they should be a breeze."

[H] How students ultimately handle tests may depend on their personal test-taking abilities. There are people who always wait until the last minute, and

make it much harder than it needs to be. And then there are those who, not knowing what questions are coming at them, and having no resources to refer to, can freeze. And then there are we rare folks who fit both those descriptions.

[I] Yes, my advanced age must factor into the equation(□□), in part because of my inability to access the information as quickly. As another returning student at Columbia, Kate Marber, told me, "We are learning not only all this information, but essentially how to learn again. Our fellow students have just come out of high school. A lot has changed since we were last in school."

[J] If nothing else, the situation has given my college son and me something to share. When I asked his opinion on this matter, he responded, "I like in-class exams because the time is already reserved, as opposed to using my free time at home to work on a test," he responded. It seems to me that a compromise would be receiving the exam questions a day or two in advance, and then doing the actual test in class with the ticking clock overhead.

[K] Better yet, how about what one Hunter College professor reportedly did recently for her final exam: She encouraged the class not to stress or even study, promising that, "It is going to be a piece of cake." When the students came in, sharpened pencils in hand, there was not a blue book in sight. Rather, they saw a large chocolate cake and they each were given a slice.

36. Elderly students find it hard to keep up with the rapid changes in education.

37. Some believe take-home exams may affect students' performance in other courses.

38. Certain professors believe in-class exams are ultimately more helpful to students.

39. In-class exams are believed to discourage cheating in exams.

40. The author was happy to learn she could do some exams at home.

41. Students who put off their work until the last moment often find the exams more difficult than they actually are.

42. Different students may prefer different types of exams.

43. Most professors agree whether to give an in-class or a take-home exam depends on type of course being taught.

44. The author dropped out of college some forty years ago.

45. Some students think take-home exams will eat up their free time.

□□□ The Health Benefits of Knitting

The Health Benefits of Knitting

[A] About 15 years ago, I was invited to join a knitting group. I agreed to give it a try.

[B] My mother had taught me to knit at 15, and I knitted in class throughout college and for a few years thereafter. Then decades passed without my touching a knitting needle. But within two Mondays in the group, I was hooked, not only on knitting but also on crocheting(□□), and I was on my way to becoming a highly productive crafter.

[C] I've made countless baby blankets, sweaters, scarves, hats, caps for newborns. I take a knitting project with me everywhere, especially when I have to sit still and listen. As I discovered in college, when my hands are busy, my mind stays focused on the here and now.

[D] It seems, too, that I'm part of a national renewal of interest in needle and other handicrafts(□□□). The Craft Yarn Council reports that a third of women ages 25-35 now knit or crochet. Even men and schoolchildren are swelling the ranks, among them my friend's three small grandsons. Last April, the council created a "Stitch Away Stress" campaign in honor of National Stress Awareness Month. Dr. Herbert Benson, a pioneer in mind/body medicine and author of The Relaxation Response, says that the repetitive action of needlework can induce a relaxed state like that associated with meditation(□ □) and yoga. Once you get beyond the initial learning curve, knitting and crocheting can lower heart rate and blood pressure.

[E] But unlike meditation, craft activities result in tangible and often useful products that can enhance self-esteem. I keep photos of my singular accomplishments on my cellphone to boost my spirits when needed.

[F] Since the 1990s, the council has surveyed hundreds of thousands of knitters and crocheters, who routinely list stress relief and creative fulfillment as the activities' main benefits. Among them is the father of a prematurely born daughter who reported that during the baby's five weeks in the intensive care unit, "learning how to knit infant hats gave me a sense of purpose during a time that I felt very helpless. It's a hobby that I've stuck with, and it continues to help me cope with stress at work, provide a sense of order in hectic(□□□) days, and allow my brain time to solve problems."

[G] A recent email from the yarn(□ □) company Red Heart titled "Health Benefits of Crocheting and Knitting" prompted me to explore what else might be known about the health value of activities like knitting. My research revealed that the rewards go well beyond replacing stress and anxiety with the satisfaction of creation.

[H] For example, Karen Hayes, a life coach in Toronto, conducts knitting therapy programs, including Knit to Quit to help smokers give up the habit, and Knit to Heal for people coping with health crises, like a cancer diagnosis or serious illness of a family member. Schools and prisons with craft programs report that they have a calming effect and enhance social skills. And having to follow instructions on complex craft projects can improve children's math skills.

[I] Some people find that craftwork helps them control their weight. Just as it's challenging to smoke while knitting, when hands are holding needles and

hooks, there's less snacking and mindless eating out of boredom.

[J] I've found that my handiwork with yarn has helped my arthritic(□□□□□) fingers remain more dexterous(□□□) as I age. A woman encouraged to try knitting and crocheting after developing an autoimmune disease that caused a lot of hand pain reported on the Craft Yarn Council site that her hands are now less stiff and painful.

[K] A 2009 University of British Columbia study of 38 women with an eating disorder who were taught to knit found that learning the craft led to significant improvements. Seventy-four percent of the women said the activity lessened their fears and kept them from thinking about their problem.

[L] Betsan Corkhill, a wellness coach in Bath, England, and author of the book *Knit for Health & Wellness*, established a website, *Stitchlinks*, to explore the value of what she calls therapeutic knitting. Among her respondents, 54 percent of those who were clinically depressed said that knitting made them feel happy or very happy. In a study of 60 self-selected people with persistent pain, Ms. Corkhill and colleagues reported that knitting enabled them to redirect their focus, reducing their awareness of pain. She suggested that the brain can process just so much at once, and that activities like knitting and crocheting make it harder for the brain to register pain signals. Perhaps most exciting is research that suggests that crafts like knitting and crocheting may help to keep off a decline in brain function with age. In a 2011 study, researchers led by Dr. Yonas Geda at the Mayo Clinic in Rochester interviewed a random(□□□) sample of 1,321 people ages 70-89, most of whom were cognitively(□□□□□) normal, about the cognitive activities they engaged in late in life. The study, published in the *Journal of Neuropsychiatry & Clinical Neurosciences*, found that those who engaged in crafts like knitting and crocheting had a diminished chance of developing mild cognitive disorder and memory loss.

[M] Although it is possible that only people who are cognitively healthy would pursue such activities, those who read newspapers or magazines or played music did not show similar benefits. The researchers speculate that craft activities promote the development of nerve pathways in the brain that help to maintain cognitive health.

[N] In support of that suggestion, a 2014 study by Denise C. Park of the University of Texas at Dallas and colleagues demonstrated that learning to knit or do digital photography enhanced memory function in older adults. Those who engaged in activities that were not intellectually challenging, either in a social group or alone, did not show such improvements.

[O] Given that sustained social contacts have been shown to support health and a long life, those wishing to maximize the health value of crafts might consider joining a group of like-minded folks. I for one try not to miss a single weekly meeting of my knitting group.

36. When the author was a college student, she found that knitting helped her concentrate.

37. Knitting can help people stay away from tobacco.
38. Even men and children are now joining the army of knitters.
39. Being a member of a crafts group enhance one's health and prolongs one's life.
40. Knitting diverts people's attention from their pain.
41. The author learnt to knit as a teenager, but it was not until she was much older that she became keenly interested.
42. When people are knitting, they tend to eat fewer snacks.
43. Survey findings show that knitting can help people relieve stress.
44. According to a study, knitters and crocheters are less likely to suffer mild cognitive damage.
45. The products of knitting can increase one's sense of self-respect.

□ □ □ **Why aren't you curious about what happened?**

Why aren't you curious about what happened?

[A] "You suspended Ray Rice after our video," a reporter from TMZ challenged National Football League Commissioner Roger Goodell the other day. "Why didn't you have the curiosity to go to the casino(□□) yourself?" The implication of the question is that a more curious commissioner would have found a way to get the tape.

[B] The accusation of incuriosity is one that we hear often, carrying the suggestion that there is something wrong with not wanting to search out the truth. "I have been bothered for a long time about the curious lack of curiosity," said a Democratic member of the New Jersey legislature back in July, referring to an insufficiently inquiring attitude on the part of an assistant to New Jersey Governor Chris Christie who chose not to ask hard question about the George Washington Bridge traffic scandal. "Isn't the mainstream media the least bit curious about what happened?" wrote conservative writer Jennifer Rubin earlier this year, referring to the attack on Americans in Benghazi, Libya.

[C] The implication, in each case, is that curiosity is a good thing, and a lack of curiosity is a problem. Are such accusations simply efforts to score political points for one's party? Or is there something of particular value about curiosity in and of itself?

[D] The journalist Ian Leslie, in his new and enjoyable book *Curious: The Desire to Know and Why Your Future Depends on It*, insists that the answer to that last question is 'Yes'. Leslie argues that curiosity is a much-overlooked

human virtue, crucial to our success, and that we are losing it.

[E] We are suffering, he writes, from a "serendipity deficit." The word "serendipity" was coined by Horace Walpole in an 1854 letter, from a tale of three princes who "were always making discoveries, by accident, of things they were not in search of." Leslie worries that the rise of the Internet, among other social and technological changes, has reduced our appetite for aimless adventures. No longer have we the inclination to let ourselves wander through fields of knowledge, ready to be surprised. Instead, we seek only the information we want.

[F] Why is this a problem? Because without curiosity we will lose the spirit of innovation and entrepreneurship. We will see unimaginative governments and dying corporations make disastrous decisions. We will lose a vital part of what has made humanity as a whole so successful as a species.

[G] Leslie presents considerable evidence for the proposition that the society as a whole is growing less curious. In the U.S and Europe, for example, the rise of the Internet has led to a declining consumption of news from outside the reader's borders. But not everything is to be blamed on technology. The decline in interest in literary fiction is also one of the causes identified by Leslie. Reading literary fiction, he says, make us more curious.

[H] Moreover, in order to be curious, "you have to be aware of a gap in your knowledge in the first place." Although Leslie perhaps paints a bit broadly in contending that most of us are unaware of how much we don't know, he's surely right to point out that the problem is growing: "Google can give us the powerful illusion that all questions have definite answers."

[I] Indeed, Google, for which Leslie expresses admiration, is also his frequent whipping body(□□□). He quotes Google co-founder Larry Page to the effect that the "perfect search engine" will "understand exactly what I mean and give me back exactly what I want." Elsewhere in the book, Leslie writes: "Google aims to save you from the thirst of curiosity altogether."

[J] Somewhat nostalgically(□□□), he quotes John Maynard Keynes's justly famous words of praise to the bookstore: "One should enter it vaguely, almost in a dream, and allow what is there freely to attract and influence the eye. To walk the rounds of the bookshops, dipping in as curiosity dictates, should be an afternoon's entertainment." If only!

[K] Citing the work of psychologists and cognitive(□□□) scientists, Leslie criticizes the received wisdom that academic success is the result of a combination of intellectual talent and hard work. Curiosity, he argues, is the third key factor - and a difficult one to preserve. If not cultivated, it will not survive: "Childhood curiosity is a collaboration between child and adult. The surest way to kill it is to leave it alone."

[L] School education, he warns, is often conducted in a way that makes children incurious. Children of educated and upper-middle-class parents turn out to be far more curious, even at early ages, than children of working class and lower class families. That lack of curiosity produces a relative lack of

knowledge, and the lack of knowledge is difficult if not impossible to compensate for later on

[M] Although Leslie's book isn't about politics, he doesn't entirely shy away from the problem. Political leaders, like leaders of other organizations, should be curious. They should ask questions at crucial moments. There are serious consequences, he warns, in not wanting to know.

[N] He presents as an example the failure of the George W. Bush administration to prepare properly for the after-effects of the invasion of Iraq. According to Leslie, those who ridiculed former Defense Secretary Donald Rumsfeld for his 2002 remark that we have to be wary of the "unknown unknowns" were mistaken. Rumsfeld's idea, Leslie writes, "wasn't absurd - it was smart." He adds, "The tragedy is that he didn't follow his own advice."

[O] All of which brings us back to Goodell and the Christie case and Benghazi. Each critic in those examples is charging, in a different way, that someone in authority is intentionally being curious. I leave it to the reader's political preference to decide which, if any, charges should stick. But let's be careful about demanding curiosity about the other side's weaknesses and remanding determinedly incurious about our own. We should be delighted to pursue knowledge for its own sake - even when what we find out is something we didn't particularly want to know.

36. To be curious, we need to realize first of all that there are many things we don't know.

37. According to Leslie, curiosity is essential to one's success.

38. We should feel happy when we pursue knowledge for knowledge's sake.

39. Political leaders' lack of curiosity will result in bad consequences.

40. There are often accusations about politicians' and the media's lack of curiosity to find out the truth

41. The less curious a child is the less knowledge the child may turn out to have.

42. It is widely accepted that academic accomplishment lies in both intelligence and diligence.

43. Visiting a bookshop as curiosity leads us can be a good way to entertain ourselves.

44. Both the rise of the Internet and reduced appetite for literary fiction contribute to people's declining curiosity.

45. Mankind wouldn't be so innovative without curiosity.

2018 □ 6 □

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the question by marking the corresponding letter on Answer Sheet 2.

□ □ □ As Tourists Crowd Out Locals, Venice

Faces 'Endangered' List

As Tourists Crowd Out Locals, Venice Faces 'Endangered' List

A) On a recent fall morning, a large crowd blocked the steps at one of Venice's main tourist sites, the Rialto Bridge. The Rialto Bridge is one of the four bridges spanning the Grand Canal. It is the oldest bridge across the canal, and was the dividing line between the districts of San Marco and San Polo. But on this day, there was a twist: it was filled with Venetians, not tourists.

B) "People are cheering and holding their carts in the air," says Giovanni Giorgio, who helped organize the march with a grass-roots organization called Generazione '90. The carts he refers to are small shopping carts - the symbol of a true Venetian. "It started as a joke," he says with a laugh. "The idea was to put blades on the wheels! You know? Like Ben Hur. Precisely like that, you just go around and run people down."

C) Venice is one of the hottest tourist destinations in the world. But that's a problem. Up to 90,000 tourists crowd its streets and canals every day - far outnumbering the 55,000 permanent residents. The tourist increase is one key reason the city's population is down from 175,000 in the 1950s. The outnumbered Venetians have been steadily fleeing. And those who stick around are tired of living in a place where they can't even get to the market without swimming through a sea of picture-snapping tourists. Imagine, navigating through 50,000 people while on the way to school or to work.

D) Laura Chigi, a grandmother at the march, says the local and national governments have failed to do anything about the crowds for decades, because they're only interested in tourism - the primary industry in Venice,

worth more than \$3 billion in 2015. "Venice is a cash cow," she says, "and everyone wants a piece."

E) Just beyond St. Mark's Square, a cruise ship passes, one of hundreds every year that appear over their medieval(□□□□) surroundings. Their massive wake creates waves at the bottom of the sea, weakening the foundations of the centuries-old buildings themselves. "Every time I see a cruise ship, I feel sad," Chigi says. "You see the mud it drags; the destruction it leaves in its wake? That hurts the ancient wooden poles holding up the city underwater. One day we'll see Venice break down."

F) For a time, UNESCO, the cultural wing of the United Nations, seemed to agree. Two years ago, it put Italy on notice, saying the government was not protecting Venice. UNESCO considers the entire city a World Heritage Site, a great honor that means Venice, at the cultural level, belongs to all of the world's people. In 2014, UNESCO gave Italy two years to manage Venice's flourishing tourism or the city would be placed on another list - World Heritage In Danger, joining such sites as Aleppo and Palmyra, destroyed by the war in Syria.

G) Venice's deadline passed with barely a murmur(□□) this summer, just as UNESCO was meeting in Istanbul. Only one representative, Jad Tabet from Lebanon, tried to raise the issue. "For several years, the situation of heritage in Venice has been worsening, and it has now reached a dramatic situation," Tabet told UNESCO. "We have to act quickly - there is not a moment to waste."

H) But UNESCO didn't even hold a vote. "It's been postponed until 2017," says Anna Somers, the founder and CEO of The Art Newspaper and the former head of Venice in Peril, a group devoted to restoring Venetian art. She says the main reason the U.N. cultural organization didn't vote to declare Venice a World Heritage Site In Danger is because UNESCO has become "intensely politicized. There would have been some back-room negotiations."

I) Italy boasts more UNESCO World Heritage Sites than any other country in the world, granting it considerable power and influence within the organization. The former head of the UNESCO World Heritage Centre, which oversees heritage sites, is Francesco Bandarin, a Venetian who now serves as UNESCO's assistant director-general for culture.

J) Earlier this year, Italy signed an accord with UNESCO to establish a task force of police art detectives and archaeologists(□□□□) to protect cultural heritage from natural disasters and terror groups, such as ISIS. The accord underlined Italy's global reputation as a good steward of art and culture.

K) But adding Venice to the UNESCO endangered list - which is dominated by sites in developing and conflict-ridden countries - would be an international embarrassment, and could even hurt Italy's profitable tourism industry. The Italian Culture Ministry says it is unaware of any government efforts to pressure UNESCO. As for the organization itself, it declined a request for an interview.

L) The city's current mayor, Luigi Brugnaro, has ridiculed UNESCO and told it

to mind its own business, while continuing to support the cruise ship industry, which employs 5,000 Venice residents.

M) As for Venetians, they're beyond frustrated and hoping for a solution soon. "It's a nightmare for me. Some situations are really difficult with tourists around," says Giorgio as he navigates around a swelling crowd at the Rialto Bridge. "There are just so many of them. They never know where they are going, and do not walk in an orderly manner. Navigating the streets can be exhausting."

N) Then it hits him: This crowd isn't made up of tourists. They're Venetians. Giorgio says he's never experienced the Rialto Bridge this way in all his 22 years. "For once, we are the ones who are blocking the traffic," he says delightedly. "It feels unreal. It feels like we're some form of endangered species. It's just nice. The feeling is just pure." But, he worries, if tourism isn't managed and his fellow locals continue to move to the mainland, his generation might be the last who can call themselves native Venetians.

36. The passing cruise ships will undermine the foundations of the ancient buildings in Venice.

37. The Italian government has just reached an agreement with UNESCO to take measures to protect its cultural heritage.

38. The heritage situation in Venice has been deteriorating in the past few years.

39. The decrease in the number of permanent residents in Venice is mainly due to the increase of tourists.

40. If tourism gets out of control, native Venetians may desert the city altogether one day.

41. UNESCO urged the Italian government to undertake its responsibility to protect Venice.

42. The participants in the Venetian march used shopping carts to show they were 100% local residents.

43. Ignoring UNESCO's warning, the mayor of Venice maintains his support of the city's tourism industry.

44. One woman says that for decades the Italian government and local authorities have only focused on the revenues from tourism.

45. UNESCO has not yet decided to put Venice on the list of World Heritage Sites In Danger.

Some College Students Are Angry That They Have to Pay to Do Their Homework

Some College Students Are Angry That They Have to Pay to Do Their Homework

A) Digital learning systems now charge students for access codes needed to complete coursework, take quizzes, and turn in homework. As universities go digital, students are complaining of a new hit to their finances that's replacing - and sometimes joining - expensive textbooks: pricey online access codes that are required to complete coursework and submit assignments.

B) The codes - which typically range in price from \$80 to \$155 per course - give students online access to systems developed by education companies like McGraw Hill and Pearson. These companies, which long reaped big profits as textbook publishers, have boasted that their new online offerings, when pushed to students through universities they partner with, represent the future of the industry.

C) But critics say the digital access codes represent the same profit-seeking ethos of the textbook business, and are even harder for students to opt out of. While they could once buy second-hand textbooks, or share copies with friends, the digital systems are essentially impossible to avoid.

D) "When we talk about the access code we see it as the new face of the textbook monopoly, a new way to lock students around this system," said Ethan Senack, the higher education advocate for the U.S. Public Interest Research Group, to BuzzFeed News. "Rather than \$250 (for a print textbook) you're paying \$120," said Senack. "But because it's all digital it eliminates the used book market and eliminates any sharing and because homework and tests are through an access code, it eliminates any ability to opt out."

E) Sarina Harpet, a 19-year-old student at Virginia Tech, was faced with a tough dilemma when she first started college in 2015 - pay rent or pay to turn in her chemistry homework. She told BuzzFeed News that her freshman chemistry class required her to use Connect, a system provided by McGraw Hill where students can submit homework, take exams and track their grades. But the code to access the program cost \$120 - a big sum for Harper, who had already put down \$450 for textbooks, and had rent day approaching.

F) She decided to wait for her next work-study paycheck, which was typically \$150-\$200, to pay for the code. She knew that her chemistry grade may take a dive as a result. "It's a balancing act," she said. "Can I really afford these access codes now?" She didn't hand in her first two assignments for chemistry, which started her out in the class with a failing grade.

G) The access codes may be another financial headache for students, but for textbook businesses, they're the future. McGraw Hill, which controls 21% of the higher education market, reported in March that its digital content sales exceeded print sales for the first time in 2015. The company said that 45% of its \$140 million revenue in 2015 "was derived from digital products."

H) A Pearson spokesperson told BuzzFeed News that "digital materials are less expensive and a good investment" that offer new features, like audio texts, personalized knowledge checks and expert videos. Its digital course materials save students up to 60% compared to traditional printed textbooks, the company added. McGraw Hill didn't respond to a request for comment, but its CEO David Levin told the Financial Times in August that "in higher education, the era of the printed textbook is now over."

I) The textbook industry insists the online systems represent a better deal for students. "These digital products aren't just mechanisms for students to submit homework, they offer all kinds of features," David Anderson, the executive director of higher education with the Association of American Publishers, told BuzzFeed News. "It helps students understand in a way that you can't do with print homework assignments."

J) David Hunt, an associate professor in sociology at Augusta University, which has rolled out digital textbooks across its math and psychology departments, told BuzzFeed News that he understands the utility of using systems that require access codes. But he doesn't require his students to buy access to a learning program that controls the class assignments. "I try to make things as inexpensive as possible," said Hunt, who uses free digital textbooks for his classes but designs his own curriculum. "The online systems may make my life a lot easier but I feel like I'm giving up control. The discussions are the things where my expertise can benefit the students most."

K) A 20-year-old junior at Georgia Southern University told BuzzFeed News that she normally spends \$500-\$600 on access codes for class. In one case, the professor didn't require students to buy a textbook, just an access code to turn in homework. This year she said she spent \$900 on access codes to books and programs. "That's two months of rent," she said. "You can't sell any of it back. With a traditional textbook you can sell it for \$30-\$50 and that helps to pay for your new semester's books. With an access code, you're out of that money. "

L) Benjamin Wolverton, a 19-year-old student at the University of South Carolina, told BuzzFeed News that "it's ridiculous that after paying tens of thousands in tuition we have to pay for all these access codes to do our homework." Many of the access codes he's purchased have been required simply to complete homework or quizzes. "Often it's only 10% of your grade in class," he said. "You're paying so much money for something that hardly affects your grade - but if you didn't have it, it would affect your grades enough. It would be bad to start out at a B or C." Wolverton said he spent \$500 on access codes for digital books and programs this semester.

M) Harper, a poultry() science major, is taking chemistry again this year and had to buy a new access code to hand in her homework. She rented her economics and statistics textbooks for about \$20 each. But her access codes for homework, which can't be rented or bought second-hand, were her most expensive purchases: \$120 and \$85.

N) She still remembers the sting of her first experience skipping an assignment due to the high prices. "We don't really have a missed assignment policy," she said. "If you miss it, you just miss it. I just got zeros on a couple of first assignments. I managed to pull everything back up. But as a scared freshman looking at their grades, it's not fun."

36. A student's yearly expenses on access codes may amount to their rent for two months.

37. The online access codes may be seen as a way to tie the students to the digital system.

38. If a student takes a course again, they may have to buy a new access code to submit their assignments.

39. McGraw Hill accounts for over one-fifth of the market share of college textbooks.

40. Many traditional textbook publishers are now offering online digital products, which they believe will be the future of the publishing business.

41. One student complained that they now had to pay for access codes in addition to the high tuition.

42. Digital materials can cost students less than half the price of traditional printed books according to a publisher.

43. One student decided not to buy her access code until she received the pay for her part-time job.

44. Online systems may deprive teachers of opportunities to make the best use of their expertise for their students.

45. Digital access codes are criticized because they are profit-driven just like the textbook business.

New Jersey School District Eases Pressure

on Students - Baring an Ethnic Divide

New Jersey School District Eases Pressure on Students - Baring an Ethnic Divide

A) This fall, David Aderhold, the chief of a high-achieving school district near Princeton, New Jersey, sent parents an alarming 16-page letter. The school district, he said, was facing a crisis. Its students were overburdened and

stressed out, having to cope with too much work and too many demands. In the previous school year, 120 middle and high school students were recommended for mental health assessments and 40 were hospitalized. And on a survey administered by the district, students wrote things like, "I hate going to school," and "Coming out of 12 years in this district, I have learned one thing: that a grade, a percentage or even a point is to be valued over anything else."

B) With his letter, Aderhold inserted West Windsor-Plainsboro Regional School District into a national discussion about the intense focus on achievement at elite schools, and whether it has gone too far. At follow-up meetings, he urged parents to join him in advocating a "whole child" approach to schooling that respects "social-emotional development" and "deep and meaningful learning" over academics alone. The alternative, he suggested, was to face the prospect of becoming another Palo Alto, California, where outsize stress on teenage students is believed to have contributed to a number of suicides in the last six years.

C) But instead of bringing families together, Aderhold's letter revealed a divide in the district, which has 9,700 students, and one that broke down roughly along racial lines. On one side are white parents like Catherine Foley, a former president of the Parent-Teacher-Student Association at her daughter's middle school, who has come to see the district's increasingly pressured atmosphere as opposed to learning. "My son was in fourth grade and told me, 'I'm not going to amount to anything because I have nothing to put on my resume,'" she said. On the other side are parents like Mike Jia, one of the thousands of Asian-American professionals who have moved to the district in the past decade, who said Aderhold's reforms would amount to a "dumbing down" of his children's education. "What is happening here reflects a national anti-intellectual trend that will not prepare our children for the future," Jia said.

D) About 10 minutes from Princeton and an hour and a half from New York City, West Windsor and Plainsboro have become popular bedroom communities for technology entrepreneurs, researchers and engineers, drawn in large part by the public schools. From the last three graduating classes, 16 seniors were admitted to MIT. It produces Science Olympiad winners, classically trained musicians and students with perfect SAT scores.

E) The district has become increasingly popular with immigrant families from China, India and Korea. This year, 65 percent of its students are Asian-American, compared with 44 percent in 2007. Many of them are the first in their families born in the United States. They have had a growing influence on the district. Asian-American parents are enthusiastic supporters of the competitive instrumental music program. They have been huge supporters of the district's advanced mathematics program, which once began in the fourth grade but will now start in the sixth. The change to the program, in which 90 percent of the participating students are Asian-American, is one of Aderhold's

reforms.

F) Asian-American students have been eager participants in a state program that permits them to take summer classes off campus for high school credit, allowing them to maximize the number of honors and Advanced Placement classes they can take, another practice that Aderhold is limiting this school year. With many Asian-American children attending supplementary instructional programs, there is a perception among some white families that the elementary school curriculum is being sped up to accommodate them.

G) Both Asian-American and white families say the tension between the two groups has grown steadily over the past few years, as the number of Asian families has risen. But the division has become more obvious in recent months as Aderhold has made changes, including no-homework nights, an end to high school midterms and finals, and an initiative that made it easier to participate in the music program.

H) Jennifer Lee, professor of sociology at the University of California, Irvine, and an author of the Asian American Achievement Paradox, says misunderstanding between first-generation Asian-American parents and those who have been in this country longer are common. What white middle-class parents do not always understand, she said, is how much pressure recent immigrants feel to boost their children into the middle class. "They don't have the same chances to get their children internships() or jobs at law firms," Lee said. "So what they believe is that their children must excel and beat their white peers in academic settings so they have the same chances to excel later. "

I) The issue of the stresses felt by students in elite school districts has gained attention in recent years as schools in places like Newton, Massachusetts, and Palo Alto have reported a number of suicides. West Windsor-Plainsboro has not had a teenage suicide in recent years, but Aderhold, who has worked in the district for seven years and been chief for the last three years, said he had seen troubling signs. In a recent art assignment, a middle school student depicted() an overburdened child who was being scolded for earning an A, rather than an A+, on a math exam. In the image, the mother scolds the student with the words, "Shame on you!" Further, he said, the New Jersey Education Department has flagged at least two pieces of writing on state English language assessments in which students expressed suicidal thoughts.

J) The survey commissioned by the district found that 68 percent of high school honor and Advanced Placement students reported feeling stressed about school "always or most of the time." "We need to bring back some balance," Aderhold said. "You don't want to wait until it's too late to do something."

K) Not all public opinion has fallen along racial lines. Karen Sue, the Chinese-American mother of a fifth-grader and an eighth-grader, believes the competition within the district has gotten out of control. Sue, who was born in the United States to immigrant parents, wants her peers to dial it back. "It's

become an arms race, an educational arms race," she said. "We all want our kids to achieve and be successful. The question is, at what cost?"

36. Aderhold is limiting the extra classes that students are allowed to take off campus.

37. White and Asian-American parents responded differently to Aderhold's appeal.

38. Suicidal thoughts have appeared in some students' writings.

39. Aderhold's reform of the advanced mathematics program will affect Asian-American students most.

40. Aderhold appealed for parents' support in promoting an all-round development of children, instead of focusing only on their academic performance.

41. One Chinese-American parent thinks the competition in the district has gone too far.

42. Immigrant parents believe that academic excellence will allow their children equal chances to succeed in the future.

43. Many businessmen and professionals have moved to West Windsor and Plainsboro because of the public schools there.

44. A number of students in Aderhold's school district were found to have stress-induced mental health problems.

45. The tension between Asian-American and white families has increased in recent years.

2018 □ 12 □

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the question by marking the corresponding letter on Answer Sheet 2.

□ □ □ **Food-as-Medicine Movement Is**

Witnessing Progress

Food-as-Medicine Movement Is Witnessing Progress

A) Several times a month, you can find a doctor in the aisles of Ralph's market in Huntington Beach, California, wearing a white coat and helping people learn about food. On one recent day, this doctor was Daniel Nadeau, wandering the cereal aisle with Allison Scott, giving her some idea on how to feed kids who persistently avoid anything that is healthy. "Have you thought about trying fresh juices in the morning?" he asks her. "The frozen oranges and apples are a little cheaper, and fruits are really good for the brain. Juices are quick and easy to prepare; you can take the frozen fruit out the night before and have it ready the next morning."

B) Scott is delighted to get food advice from a physician who is program director of the nearby Mary and Dick Allen Diabetes Center, part of the St. Joseph Hoag Health alliance. The center's "Shop with Your Doc" program sends doctors to the grocery store to meet with any patients who sign up for the service, plus any other shoppers who happen to be around with questions.

C) Nadeau notices the pre-made macaroni(□□□)-and-cheese boxes in Scott's shopping cart and suggests she switch to whole grain macaroni and real cheese. "So I'd have to make it?" she asks, her enthusiasm fading at the thought of how long that might take, just to have her kids reject it. "I'm not sure they'd eat it. They just won't eat it."

D) Nadeau says sugar and processed foods are big contributors to the rising diabetes rates among children. "In America, over 50 percent of our food is processed food," Nadeau tells her. "And only 5 percent of our food is plant-

based food. I think we should try to reverse that." Scott agrees to try more fruit juices for the kids and to make real macaroni and cheese. Score one point for the doctor, zero for diabetes.

E) Nadeau is part of a small revolution developing across California. The food-as-medicine movement has been around for decades, but it's making progress as physicians and medical institutions make food a formal part of treatment, rather than relying solely on medications(□□). By prescribing nutritional changes or launching programs such as "Shop with Your Doc", they are trying to prevent, limit or even reverse disease by changing what patients eat. "There's no question people can take things a long way toward reversing diabetes, reversing high blood pressure, even preventing cancer by food choices," Nadeau says.

F) In the big picture, says Dr. Richard Afable, CEO and president of St. Joseph Hoag Health, medical institutions across the state are starting to make a philosophical switch to becoming a health organization, not just a health care organization. That feeling echoes the beliefs of the Therapeutic Food Pantry program at Zuckerberg San Francisco General Hospital, which completed its pilot phase and is about to expand on an ongoing basis to five clinic sites throughout the city. The program will offer patients several bags of food prescribed for their condition, along with intensive training in how to cook it. "We really want to link food and medicine, and not just give away food," says Dr. Rita Nguyen, the hospital's medical director of Healthy Food Initiatives. "We want people to understand what they're eating, how to prepare it, the role food plays in their lives."

G) In Southern California, Loma Linda University School of Medicine is offering specialized training for its resident physicians in Lifestyle Medicine - that is a formal specialty in using food to treat disease. Research findings increasingly show the power of food to treat or reverse diseases, but that does not mean that diet alone is always the solution, or that every illness can benefit substantially from dietary changes. Nonetheless, physicians say that they look at the collective data and a clear picture emerges: that the salt, sugar, fat and processed foods in the American diet contribute to the nation's high rates of obesity, diabetes and heart disease. According to the World Health Organization, 80 percent of deaths from heart disease and stroke are caused by high blood, pressure, tobacco use, elevated cholesterol and low consumption of fruits and vegetables.

H) "It's a different paradigm(□□) of how to treat disease," says Dr. Brenda Rea, who helps run the family and preventive medicine residency program at Loma Linda University School of Medicine. The lifestyle medicine specialty is designed to train doctors in how to prevent and treat disease, in part, by changing patient's nutritional habits. The medical center and school at Loma Linda also have a food cupboard and kitchen for patients. This way, patients not only learn about which foods to buy, but also how to prepare them at home.

I) Many people don't know how to cook, Rea says, and they only know how to heat things up. That means depending on packaged food with high salt and sugar content. So teaching people about which foods are healthy and how to prepare them, she says, can actually transform a patient's life. And beyond that, it might transform the health and lives of that patient's family. "What people eat can be medicine or poison," Rea says. "As a physician, nutrition is one of the most powerful things you can change to reverse the effects of long-term disease."

J) Studies have explored evidence that dietary changes can slow inflammation(□□), for example, or make the body inhospitable to cancer cell. In general, many lifestyle medicine physicians recommend a plant-based diet - particularly for people with diabetes or other inflammatory conditions.

K) "As what happened with tobacco, this will require a cultural shift, but that can happen," says Nguyen. "In the same way physicians used to smoke, and then stopped smoking and were able to talk to patients about it, I think physicians can have a bigger voice in it."

36. More than half of the food Americans eat is factory-produced.

37. There is a special program that assigns doctors to give advice to shoppers in food stores.

38. There is growing evidence from research that food helps patients recover from various illnesses.

39. A healthy breakfast can be prepared quickly and easily.

40. Training a patient to prepare healthy food can change their life.

41. One food-as-medicine program not only prescribes food for treatment but teaches patients how to cook it.

42. Scott is not keen on cooking food herself, thinking it would simply be a waste of time.

43. Diabetes patients are advised to eat more plant-based food.

44. Using food as medicine is no novel idea, but the movement is making headway these days.

45. Americans' high rates of various illnesses result from the way they eat.

□ □ □ **How a Poor, Abandoned Parisian Boy**

Became a Top Chef

How a Poor, Abandoned Parisian Boy Became a Top Chef

A) The busy streets in Paris were uneven and caked in thick mud, but there was always a breathtaking sight to see in the shop windows of Patisserie de la Rue de la Paix. By 1814, people crowded outside the bakery, straining for a

glimpse of the latest sweet food created by the young chef who worked inside.

B) His name was Marie-Antoine Careme, and he had appeared, one day, almost out of nowhere. But in his short lifetime, which ended exactly 184 years ago today, he would forever revolutionize French gourmet food(), write best-selling cook books and think up magical dishes for royals and other important people.

C) Careme's childhood was one part tragedy, equal part mystery. Born the 16th child to poor parents in Paris in either 1783 or 1784, a young Careme was suddenly abandoned at the height of the French Revolution. At 8 years old, he worked as a kitchen boy for a restaurant in Paris in exchange for room and board. By age 15, he had become an apprentice() to Sylvain Bailly, a well-known dessert chef with a successful bakery in one of Paris's most fashionable neighborhoods.

D) Careme was quick at learning in the kitchen. Bailly encouraged his young apprentice to learn to read and write. Careme would often spend his free afternoons at the nearby National Library reading books on art and architecture. In the back room of the little bakery, his interest in design and his baking talent combined to work wonders-he shaped delicious masterpieces out of flour, butter and sugar.

E) In his teenage years, Careme fashioned eatable copies of the late 18th century's most famous buildings-cookies in the shape of ruins of ancient Athens and pies in the shape of ancient Chinese palaces and temples. Sylvain Bailly, his master, displayed these luxuriant creations-often as large as 4 feet tall-in his bakery windows.

F) Careme's creations soon captured the discriminating eye of a French diplomat, Charles Maurice de Talleyrand-Perigord. Around 1804, Talleyrand challenged Careme to produce a full menu for his personal castle, instructing the young baker to use local, seasonal fruits and vegetables and to avoid repeating main dishes over the course of an entire year. The experiment was a grand success and Talleyrand's association with French nobility would prove a profitable connection for Careme.

G) French Emperor Napoleon Bonaparte was known to be unimpressed by the declining taste of early 18th century cooking, but under pressure to entertain Paris's high society, he too called Careme to his kitchen at Tuileries Palace. In 1810, Careme designed the extraordinary cake for the wedding of Napoleon and his second bride, Marie-Louise of Austria. He became one of the first modern chefs to focus on the appearance of his table, not just the flavor of his dishes. "I want order and taste. A well-displayed meal is enhanced one hundred percent in my eyes," he later wrote in one of his cook books.

H) In 1816, Careme began a culinary() journey which would forever mark his place as history's first top chef. He voyaged to England to cook in the modern Great Kitchen of the prince regent(), George IV, and crossed continents to prepare grand banquets for the tables of Tsar Alexander I of

Russia. Never afraid to talk up his own accomplishments, a boastful Careme made a fortune as wealthy families with social ambitions invited him to their kitchens. Later, in his cook books, he would often include a sketch of himself, so that people on the street would be able to recognize-and admire-him.

I) Careme's cooking displays became the symbol of fine French dining; they were plentiful, beautiful and imposing. Guests would fall silent in wonder as servants carried Careme's fancy creations into the dining hall. For a banquet celebrating the Grand Duke Nicholas of Russia's visit to George IV's Brighton Pavilion on Jan. 18, 1817, the menu featured 120 different dishes, highlighting eight different soups, 40 main courses, and 32 desserts.

J) As he traveled through the homes of early 19th century nobility, Careme forged the new art of French gourmet food. Locked in hot kitchens, Careme created his four "mother sauces." These sauces - bechamel, veloute, espagnole and allemande - formed the central building blocks for many French main courses. He also perfected the souffle - a baked egg dish, and introduced the standard chef's uniform - the same double-breasted white coat and tall white hat still worn by many chefs today. The white clothing conveyed an image of cleanliness, according to Careme - and in his realm, appearance was everything.

K) Between meals, Careme wrote cook books that would be used in European kitchens for the next century. His manuals including The Royal Parisian Baker and the massive five-volume Art of French Cooking Series (1833-1847, completed after his death) first systematized many basic principles of cooking, complete with drawings and step-by-step directions. Long before television cooking shows, Careme walked readers through common kitchen tasks, instructing them to "try this for yourself, at home" as famous American Chef Julia Child might do, many years later.

L) In the end, however, it was the kitchen that did Careme in. Decades of working over coal fires in tight, closed spaces with little fresh air (to ensure his dishes would not get cold) had fatally damaged his lungs. On Jan.12, 1883, Careme died just before he turned 50.

M) But in his lifetime, Careme, ever confident, could see beyond his short domination in the kitchen. He wanted to "set the standard for beauty in classical and modern cooking, and prove to the distant future that the French chefs of the 19th century were the most famous in the world," as he wrote in his papers.

N) Decades later, chef Auguste Escoffier would build upon Careme's concept of French cuisine(法式料理). But in the very beginning, there was just Careme, the top chef who elevated dining into art.

36. Careme was among the first chefs who stressed both the appearance and flavor of dishes.

37. Careme wanted to show to later generations that French chefs of his time were most outstanding in the world.

38. Careme benefited greatly from serving a French diplomat and his

connections.

39. Careme learned his trade from a famous dessert chef in Paris.

40. Careme's creative works were exhibited in the shop windows by his master.

41. Careme's knowledge of art and architecture helped him create extraordinary desserts out of ordinary ingredients.

42. Many people in Paris were eager to have a look at the latest sweet food made by Careme.

43. Careme became extremely wealthy by cooking for rich and socially ambitious families.

44. Careme's writings dealt with fundamental cooking principles in a systematic way.

45. Careme's contribution to French cooking was revolutionary.

□□□ **Is it really ok to eat food that's fallen on the floor?**

Is it really ok to eat food that's fallen on the floor?

A) When you drop a piece of food on the floor, is it really OK to eat if you pick it up within five seconds? An urban food myth contends that if food spends just a few seconds on the floor, dirt and germs won't have much of a chance to contaminate it. Research in my lab has focused on how food becomes contaminated, and we've done some work on this particular piece of wisdom.

B) While the "five-second rule" might not seem like the most pressing issue for food scientists to get to the bottom of, it's still worth investigating food myths like this one because they shape our beliefs about when food is safe to eat.

C) So is five seconds on the floor the critical threshold(□□) that separates a piece of eatable food from a case of food poisoning? It's a bit more complicated than that. It depends on just how many bacteria can make it from floor to food in a few seconds and just how dirty the floor is.

D) Wondering if food is still OK to eat after it's dropped on the floor is a pretty common experience. And it's probably not a new one either. A well-known, but inaccurate, story about Julia Child may have contributed to this food myth. Some viewers of her cooking show, *The French Chef*, insist they saw Child drop lamb on the floor and pick it up, with the advice that if they were alone in the kitchen, their guests would never know.

E) In fact it was a potato pancake, and it fell on the stovetop, not on the floor. Child put it back in the pan, saying, "but you can always pick it up and if

you're alone in the kitchen, who's going to see it?" But the misremembered story persists. It's harder to pin down the origins of the oft-quoted five-second rule, but a 2003 study reported that 70% of women and 56% of men surveyed were familiar with the five-second rule and that women were more likely than men to eat food that had dropped on the floor.

F) So what does science tell us about what a few moments on the floor means for the safety of your food? The earliest research report on the five-second rule is attributed to Jillian Clarke, a high school student participating in a research project at the University of Illinois. Clarke and her colleagues introduced bacteria to floor tiles(□□) and then placed cookies on the tiles for varying times. They reported bacteria were transferred from the tiles to the cookies within five seconds, but didn't report the specific amount of bacteria that made it from the tiles to the food.

G) But how many bacteria actually transfer in five seconds? In 2007, my lab at Clemson University published a study in the Journal of Applied Microbiology. We wanted to know if the length of time food is in contact with a contaminated surface affected the rate of transfer of bacteria to the food. To find out, we introduced bacteria to squares of tile, carpet or wood. Five minutes after that, we placed either bacon or bread on the surface for 5, 30 or 60 seconds, and then measured the number of bacteria transferred to the food. We repeated this exact procedure after the bacteria had been on the surface for 2, 4, 8 and 24 hours.

H) We found that the number of bacteria transferred to either kind of food didn't depend much on how long the food was in contact with the contaminated surface - whether for a few seconds or for a whole minute. The overall number of bacteria on the surface mattered more, and this decreased over time after the initial introduction. It looks like what's at issue is less how long your food stays on the floor and much more how contaminated with bacteria that patch of floor happens to be.

I) We also found that the kind of surface made a difference as well. Carpets, for instance, seem to be slightly better places to drop your food than wood or tile. When a carpet was contaminated, less than 1% of the bacteria were transferred. But when the food was in contact with tile or wood, 48-70% of bacteria were.

J) Last year, a study from Aston University in the UK used nearly identical parameters(□□) to our study and found similar results. They also reported that 87% of people asked either would eat or had eaten food fallen on the floor.

K) Should you eat food fallen on the floor then? From a food safety standpoint if you have millions or more bacteria on a surface, 0.1% is still enough to make you sick. Also, certain types of bacteria are extremely harmful, and it takes only a small number to make you sick. For example, 10 bacteria or less of an especially deadly strain of bacteria can cause severe illness and death in people with compromised immune systems. But the chance of these bacteria being on most surfaces is very low.

L) And it's not just dropping food on the floor that can lead to bacterial contamination. Bacteria are carried by various "media", which can include raw food, moist surfaces where bacteria have been left, our hands or skin and from coughing or sneezing(□□□). Hands, foods and utensils(□□) can carry individual bacteria living in communities contained within a protective film. These microscopic layers of deposits containing bacteria are known as biofilms and they are found on most surfaces and objects. Biofilm communities can harbor bacteria longer and are very difficult to clean. Bacteria in these communities also have an enhanced resistance to sanitizers(□□□) and antibiotics compared to bacteria living on their own.

M) So the next time you consider eating fallen food, the odds are in your favor that you can eat it without getting sick. But in the rare chance that there is a micro-organism that can make you sick on the exact spot where the food dropped, you can be fairly sure that the bug is on the food you are about to put in your mouth.

N) Research or common sense tells us that the best thing to do is keep your hands, utensils and other surfaces clean.

36. A research project found bacteria made their way to the food on the floor in five seconds.

37. Whether food is contaminated depends much on the number of bacteria that get onto it.

38. Food contamination may result from various factors other than food dropping on the floor.

39. Males are less likely than females to eat food that may have been contaminated.

40. The author's research centers around how food gets contaminated.

41. Keeping everything clean is the best way to stay healthy.

42. Chances are you will not fall sick because of eating food picked up from the floor.

43. For a long time people have had the experience of deciding whether or not to eat food picked up from the floor.

44. Some strains of bacteria are so harmful that a tiny few can have deadly consequences.

45. Researchers found how many bacteria got onto the food did not have much to do with how long the food stayed on a contaminated floor.



2016 年 6 月

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2018 年 6 月

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